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ABSTRACT

Compiled for use by Missouri vocational educators in the classroom or workplace, this instructional unit is the fourth of four designed to aid students and adults in assessing instructional materials and recognizing and/or correcting biased statements or illustrations. Its objective is for the participant to be able to develop and implement creative ways to supplement biased materials. Materials provided include a unit and specific objectives, suggested activities for instructors and participants, list of instructional materials, unit references, information sheet(s), transparency masters, handout(s), and activity sheets. (Much of this unit's content is adapted from "Guidelines for the Creative Use of Biased Materials in a Non-Biased Way" by Women on Words and Images.) (YLB)

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CREATIVE WAYS TO SUPPLEMENT BIASED MATERIALS

An Instructional Unit in Sex Equity

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1981

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FOREWORD

This instructional unit has been compiled for use by Missouri vocational educators in the classroom or in workshops. Much of its content and activities were adapted from Guidelines for the Creative Use of Biased Materials in a Non-Biased Way by Women on Words and Images under an HEW grant. Other sources are referenced accordingly. It is hoped the unit will serve as an aid to assist educators and students in assessing biased materials and supplementing those materials with other information or activities.

James D. Good
Project Coordinator

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CREATIVE WAYS TO SUPPLEMENT BIASED MATERIALS UNIT IV

UNIT OBJECTIVE

After completing the unit, the participant should be able to develop and implement creative ways to supplement biased materials.

SPECIFIC OBJECTIVES

After completing the unit, the participant should be able to:

1. Be creative in applying guidelines concerning the language.
2. Recognize and adapt guidelines for dealing with roles of men and women.
3. Use creativity in dealing with stereotyped or biased roles of men and women.
4. Recognize sex-biased illustrations of women and men.
5. Create new ways of supplementing biased materials.

NOTE TO TEACHERS:

The information outline for Unit IV offers a wide variety of discussion questions to be used with students when it is necessary to use instructional materials which are sex biased. The activity section includes strategies which can be implemented by various people concerned with sex bias in instructional materials: students, teachers and teacher groups, and administrators.

CREATIVE WAYS TO SUPPLEMENT BIASED MATERIALS
UNIT IV

SUGGESTED ACTIVITIES

I. Instructors

- A. Provide participants with unit objectives.
- B. Provide participants with information outlines and activity sheets as needed.
- C. Make transparencies.
- D. Discuss unit and specific objectives.
- E. Discuss activities to be completed by participants.
- F. Provide materials needed for the completion of unit activities.

II. Participants

- A. Read objectives.
- B. Read information outlines and activity sheets.
- C. Discuss with instructor and other participants the objectives for each unit.
- D. Discuss with instructor and other participants the activities to be completed.
- E. Consult resources provided by the instructor for completion of unit activities. Research additional information as needed.
- F. Complete each activity.

INSTRUCTIONAL MATERIALS

I. Unit Contents

- A. Objectives
- B. Information sheets

C. Transparency masters

1. TM-IV-1: CARICATURES
2. TM-IV-2: BIASED GRAPHICS
3. TM-IV-3: NON-BIASED SYMBOL REPRESENTATION

D. Activity sheets

1. AS-IV-1: STRATEGIES FOR STUDENTS
2. AS-IV-2: STRATEGIES FOR TEACHERS IN THE CLASSROOM
3. AS-IV-3: STRATEGIES FOR TEACHER GROUPS
4. AS-IV-4: STRATEGIES FOR ADMINISTRATORS
5. AS-IV-5: GOING TO THE SOURCE, MAGAZINES WORKSHEET
6. AS-IV-6: BIAS IN CAREER EDUCATION MATERIALS
7. AS-IV-7: CORRECTING BIAS IN INSTRUCTIONAL MATERIALS

II. Unit References

- A. Good, James D., ed. Untapped Resources in Vocational Education: Trainer/Teacher Guide. Columbia, Missouri: University of Missouri, Instructional Materials Lab., 1979.
- B. Guidelines for the Creative Use of Biased Materials in a Non-Biased Way. Women on Words and Images. Reprinted by Missouri Dept. of Elementary and Secondary Education, 1979.
- C. Guidelines for Sex-Fair Vocational Education Materials. Women on Words and Images. Reprinted by Missouri Dept. of Elementary and Secondary Education, 1979.
- D. Matthews, Martha and McCune, Shirley. Try It, You'll Like It! Washington, D.C.: Resource Center on Sex Roles in Education, 1978.
- E. Smith, Amanda J. and Farris, Charlotte J. Pioneering Programs in Sex Equity: A Teacher's Guide. Arlington, Virginia: American Vocational Association, 1980.

CREATIVE WAYS TO SUPPLEMENT BIASED MATERIALS
UNIT IV

INFORMATION SHEET

I. Guidelines for Dealing with Language

A. Masculine generic forms

1. Do the female members of the class feel a part of the generic class labeled "mankind?"
2. Why should generic male terms be used to indicate both males and females?

B. Masculine pronouns

C. Gender nouns that denote occupations

1. Do female students feel excluded from occupational categories labeled "businessman," "salesman," or "foreman?"
2. Should we not use common gender nouns such as "firefighter," "flight attendant," and "police officer," which are non-biased and do not exclude people on the basis of sex?

D. Inconsistencies, tokenism

E. Disparaging words

1. Are adjectives such as "cute," "attractive," or "beautiful," appropriate for occupational roles?
2. What are the students' reactions to the use of "girl" instead of "woman?"; to the use of "boy" instead of "man?"
3. Does the use of "girl" instead of "women" have a different connotation than the use of "boy" instead of "man?"
4. Who might use the phrase "the girls in the office" or "the boys in the office?" Does who is using the phrase make a difference?

F. Avoidance of reference to gender

1. What effect does the constant use of sex-biased language have on students? How does it help shape their self-concepts?

2. Are males and females conditioned to think differently about themselves as a result of the cumulative effect of sex-biased language in instructional materials?

II. Guidelines for Dealing with Roles

A. Stereotypical occupational roles

1. Are only males addressed when instructional materials discuss bricklayers, electricians, machinists, and welders?
2. Are only females addressed when the materials discuss nurses, secretaries, and beauticians?
3. Is there anything required, physically or mentally, by these occupations which could not be done effectively by either sex?
4. Are there currently members of both sexes in these occupations? Why are they not shown in materials dealing with the occupations?
5. Are men seen as less masculine and women as less feminine, if they choose nontraditional roles?
6. What is masculinity? What is femininity? What does sexuality have to do with occupational roles?

B. Inconsistencies in presenting occupational roles

C. Leadership roles

1. Are only males shown in leadership roles? Could women with equal training and experience do the job just as effectively?
2. Do the instructional materials being used reflect what exists in society? Should this situation continue to exist? Are individuals losing anything from this? Is society losing anything?

D. Tokenism

Does the material only occasionally present a nontraditional occupation for either males or females?

E. Social roles

1. Are vocational choices tied to social roles? Are fathers shown as wage-earners and mothers as homemakers in two-parent nuclear families? Should the job of homemaker be relegated to only one spouse, or should the wishes of both people be taken into account? What happens to a person when potential, ambition, and desire for a vocation are thwarted?
2. Are only women told to choose occupations that will allow them time off, or flexible scheduling, to accommodate rearing a family? Should not women also prepare for careers in which they will find satisfaction? Should not men also be given the option of having more time to spend rearing their children? Should the total, or even major, responsibility for the financial support of the family always be placed on the father?
3. Are only secondary roles attributed to wives? Should women have to choose between having a career or being mothers? Does our society ever ask this of men? Why does it seem that women know more about rearing children than men? Could men develop this ability also? Would knowing this destroy their masculinity?
4. If a woman chooses to have both a family and a career, is she less likely to be a good mother? If a man chooses a less time-consuming job, or chooses to be the parent who takes time out of a career to be at home with the children, is he less masculine?
5. Are females portrayed as possessions and dependents? Should wives prepare themselves to be financially independent? Should husbands have the right to allow or not allow their wives to return to work if they have taken time out of their careers to be at home?

III. Guidelines for Dealing with the Portrayal of Personal Traits/Physical Attributes

A. Personal traits

1. Have males and females been socialized differently?
2. Are the traits of independence, decisiveness, persistence, or inventiveness expected more often of men than of women? Are men portrayed as having these characteristics more often than women?

3. Are women shown as being more vain and emotional, and less assertive and competent than men?
4. Do students see some of these traits as desirable only for males or only for females?
5. Should these characteristics be encouraged in all human beings?

B. Physical attributes

1. Is unnecessary reference made to physical attributes, such as the "attractive" secretary, or the "good-looking" vice president?
2. Are female workers portrayed as "decorative objects," without job-related competencies?

IV. Guidelines for Dealing with Sex-Biased Illustrations

(TM-1, 2, 3)

A. Omissions

1. Have either males or females been omitted from traditionally sex-stereotyped occupations? Why could not members of either sex do these jobs?
2. What is required physically of the person doing the job? Since males and females both come in different sizes and shapes and have varying amounts of physical strength and energy, is it not possible that there would be both males and females capable of performing jobs that require physical strength?
3. Do students feel that males do not have the capacities to perform traditionally female occupations, and females do not possess the ability to perform traditionally male occupations; or is it because society has said that these jobs are unattractive or unacceptable occupational roles for males or females?
4. Do students think a female welder or electrician is less feminine than a female salesperson or beautician? Do they think a male nurse, hairdresser, or elementary school teacher is less masculine than a male truck driver or plumber? Should occupations be determined on the basis of sexuality, or on the basis of ability, interest, and desire?

B. Subordinate roles

Are women shown only in secondary roles in instructional materials? Should the reverse situations not be shown?

C. Tokenism

Are women and men only occasionally illustrated in nontraditional occupations?

D. Physical portrayal

Are females illustrated as curvaceous, beauty-queen types, and males as tall, handsome, and perfectly proportioned; or is there an array of sizes, shapes, and physical attributes that depict the population realistically?

V. Other Suggestions for Eliminating Sex Biases in Vocational Education

- A. Invite people employed in nontraditional occupations to speak to students.
- B. Use audio-visual and other supplementary materials which are non-biased.
- C. Avoid purchasing new materials which are biased.
- D. Be aware of the myths and realities that surround the issues, and point these out to students.
- E. Present students with a realistic picture of the work world, and prepare them realistically for the changes that are occurring.
- F. Have students develop a plan for their ideal career choice, based on the occupational requirements and their own aptitudes, including obstacles and difficulties they would have to overcome, and indicating how they would surpass these obstacles.

Source: Guidelines for Sex Fair Vocational Education Materials.
Women on Words and Images. Reprinted by Missouri Dept.
of Elementary and Secondary Education, 1979.

Caricatures

Women are commonly illustrated as sex objects with big bosoms and short skirts. Men, by contrast, are drawn as more serious, important or active persons even when caricatured.



Sex Biased

Sex Fair



Biased Graphics

Biased graphics often include stereotyped stick figures, predominately male background figures or neuter persons that avoid making a necessary statement.



Sex Biased



Sex Fair



Non-biased Symbols Representation

Avoid stereotyping in graphs and charts. Background figures should include a mixture of sexes and neuter drawings should be avoided when a statement of sex is demanded.

YOUR TRAFFIC OFFICE

Sex Biased



YOUR TRAFFIC OFFICE

Sex Fair



ACTIVITY SHEET 1: STRATEGIES FOR STUDENTS

1. Look for and learn to recognize bias which may be found in textbooks, library books, television programs, magazines, and other materials.
2. Ask librarians to help you identify non-racist, non-sexist books. Select books which help you understand people in other cultures or situations than your own.
3. Point out bias when you recognize it in materials you are using in school.
4. Do a study of your textbooks to evaluate their sex-fairness or bias.
5. Write letters to people who can help you learn more about bias in textbooks.
6. Write letters to publishers and let them know when you have found bias in textbooks.
7. Rewrite stories or textbooks to show how they might have been written to avoid bias or from another person's point of view.

Source: Butler, Matilda. Sex Stereotyping in Instructional Materials and Television: Awareness Kit. Far West Laboratory for Educational Research and Development, San Francisco, California, HEW, 1978.

ACTIVITY SHEET 2: STRATEGIES FOR TEACHERS IN THE CLASSROOM

1. Be direct with students about bias. Point out racist or sexist bias in books or materials. Help them learn to identify sources of bias and important omissions in the materials.
2. Develop classroom activities around identifying bias found in television, textbooks, movies, library books, or magazines.
3. Incorporate the development of critical reading skills as an instructional objective for all your teaching, not just when special efforts are being made to identify bias in materials.
4. Identify or develop supplementary materials which can help "correct" some of the bias of available materials.
5. Design student research projects. These might include a study of their own textbook materials or their identification of supplementary materials.
6. Assign student papers, themes, term papers, or other activities on topics or persons not usually covered in textbooks or materials.
7. When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups, and organizations working to reduce bias in textbooks.
8. Invite local resource persons into your classroom to provide additional information, and work with students on special projects and activities.
9. Ask students to rewrite materials or write their own materials on subjects omitted from the textbook or write the material from other person's point of view.
10. Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.
11. Develop a classroom collection of non-racist, non-sexist reading materials for students. Identify books that students may be encouraged to seek out in their personal reading.

Source: Butler, Matilda. Sex Stereotyping in Instructional Materials and Television: Awareness Kit. Far West Laboratory for Educational Research and Development, San Francisco, California, HEW, 1978.

ACTIVITY SHEET 3: STRATEGIES FOR TEACHER GROUPS

1. Form a committee to investigate the process of textbook selection. Where local or state groups or officials have responsibility for buying books, meet with them to learn their criteria for selection and procedures for identifying supplementary materials. Let them know your needs and sensitize them to sources of racism and sexism.
2. Request and use funds available for instructional materials in building supplementary materials resources for your classrooms/schools.
3. Develop a plan and organize in-service training sessions on biased textbooks and instructional materials. Several sessions should be included to deal with identifying racism and sexism, methods of analyzing materials, developing supplementary materials, and classroom activities for identifying bias.
4. Meet with school librarians and ask them to assist teachers in the identification of non-racist, non-sexist, multi-ethnic books and materials. Urge them to order and provide resources for supplementary materials.
5. Conduct a study and period review of the bias found in the textbooks and materials used in your classrooms/schools.
6. Call on district or state curriculum development specialists to provide guidelines, materials, training, and other resources related to non-racist, non-sexist books and materials.
7. Include provisions for in-service training and funds for supplementary materials in collective bargaining or teacher negotiations.
8. Organize a central file in your school or district of supplementary materials, curriculum outlines, or other resources you have used for identifying bias and supplementing the curriculum.
9. Develop a list of local resource persons, materials, and other resources for use in the classroom.
10. Publicize studies, workshops, and other efforts to improve materials or reduce the impact of biased materials.

Source: Butler, Matilda. Sex Stereotyping in Instructional Materials and Television: Awareness Kit. Far West Laboratory for Educational Research and Development, San Francisco, California, HEW, 1978.

ACTIVITY SHEET 4: STRATEGIES FOR ADMINISTRATORS

1. Develop a policy statement outlining your concern about the elimination of racist and sexist stereotypes in textbooks and library books.
2. Appoint a task force to investigate the problem in your community and make recommendations for action.
3. Develop guidelines for all personnel to follow in purchasing and using textbooks and other instructional materials.
4. Earmark a proportion of funds to be used for the purchase of non-racist, non-sexist supplementary materials.
5. Develop and implement a plan for in-service training of all personnel who select, purchase, recommend or use textbooks or other instructional materials.
6. Direct supervisors and curriculum developers to establish resources and materials for assisting classroom teachers in reducing the impact of biased materials.
7. Call on state departments of education, teacher training institutions and professional associations to provide materials, workshops and technical assistance.
8. Interpret the problems of biased textbooks and materials to parents, community groups, and policy-making boards. Let them know of your concerns and how they may assist in solving the problem.

Source: Butler, Matilda. Sex Stereotyping in Instructional Materials and Television: Awareness Kit. Far West Laboratory for Educational Research and Development, San Francisco, California, HEW, 1978.

ACTIVITY SHEET 5: GOING TO THE SOURCE, MAGAZINES WORKSHEET

Select a magazine. For each advertisement in the magazine, answer the following questions:

Advertisements you think are directed to men:

	Male	Female
No. of characters in ad		
Activities of characters		
Appearance of characters		
Products advertised		
Advertisement's message		

Advertisements you think are directed to women:

	Male	Female
No. of characters in ad		
Activities of characters		
Appearance of characters		
Products advertised		
Advertisement's message		

ACTIVITY SHEET 5 (CONTINUED)

Name of magazine _____

Intended audience _____

Total number of advertisements _____

Number directed to men _____

Number directed to women _____

List the activities illustrated in the advertisement.

Advertisements Directed	Advertisements Directed
to Men	to Women

Count the number of characters and the type of dress.

(casual, businesslike, formal, sportswear, etc.)

Advertisements Directed	Advertisements Directed
to Men	to Women

List the products advertised.

Advertisements Directed	Advertisements Directed
to Men	to Women

List the advertising messages.

Advertisements Directed	Advertisements Directed
to Men	to Women

Key Questions: What are the major "messages" for males? For females? How do advertisements promote or free people from male sex role stereotyping? From female sex role stereotyping?

Source: Sadker, David. Being a Man: A Unit of Instructional Activities on Male Role Stereotyping. Resource Center on Sex Roles in Education, HEW.

ACTIVITY SHEET 6: BIAS IN CAREER EDUCATION MATERIALS

Listed below are a number of quotations taken from actual student career education materials. Read each quotation and place an "x" next to any you find to be race-, ethnic-, or sex-biased. Rewrite those that you have marked in order to eliminate the bias.

1. How can we help the postman?
How does the postman get his job?
2. What famous health workers have we heard or read about?
(Louis Pasteur, Dr. Jonas Salk, etc.)
3. Select an owner of a business and make pictures for the bulletin board of the people he must pay and materials he must purchase. (Use a diary, the telephone company, a local factory.)
4. A sheet metal worker will probably belong to a union if he is employed by a company; if self-employed, he will probably be nonunion.
5. One secretary speaks of her job in this way: "I'm so much a part of that office that my boss just accepts me and the way I look, the way he does the furniture and the equipment."
6. Since the proportion of women workers is so high, the ratio of turnover is high Beginners will replace those workers who leave to get married and raise families.
7. Most stewardesses resign upon getting married. Previously this was a requirement on most airlines. Recent laws have changed this, however, and girls may not be forced to resign after marriage. In general, however, continued flying beyond a few years is not generally conducive to a happy married life.

ACTIVITY SHEET 6 (CONTINUED)

8. With what he makes at Holloway, Bob is able to provide a good living for his wife and daughter.
9. The secretary who does not make the most of her physical attributes is not doing herself justice.
10. In America you can be anything you want to be.
11. In a book on employment in human services, students are told they will work in "crowded, dirty, and dangerous" places, such as "slum tenements, rural shacks, and underdeveloped areas in foreign countries," helping the poor, the ignorant, the sick, and the criminal."

Source: Implementing Title IX and Attaining Sex Equity:
A Workshop Package for Elementary-Secondary Educators:
The Teacher's Role. Resource Center on Sex Roles in
Education, HEW.

ACTIVITY SHEET 7: CORRECTING BIAS IN INSTRUCTIONAL MATERIALS

This activity is an example which may be used in the classroom to help students learn to recognize and evaluate bias in materials. Listed below are two accounts of Franklin D. Roosevelt. Please read the two accounts, then answer the questions which follow.

Account 1

In 1932, the Democrats nominated Franklin Delano Roosevelt, who promised a "new deal" for the "forgotton man." He was swept into office by a nation looking for change. FDR immediately set out to put the New Deal into effect in a series of acts designed to help the unemployed and the poor. One of the best known of his innovations was the Civilian Conservation Corps which helped to conserve the country's national resources and provided useful work for unemployed young men.

Account 2

Historians praise or damn Franklin D. Roosevelt, depending on their ideology, but they have not given sufficient attention to his administration's attitude toward women. In 1935, out of 1.6 million workers engaged in government projects, only 142,000 were women. There were 71 NRS codes in 1935 that provided lower pay for women doing the same work as men. The fact that many women were either the sole supporters of, or essential contributors to, many families, minority and white, is not reflected in New Deal policies.

Questions

1. Whom do you feel may have written the first account and for what purpose?
2. Whom do you feel may have written the second account and for what purpose?
3. Which account do you feel is more accurate? Why?

ACTIVITY SHEET 7 (CONTINUED)

4. Which author supports the statements with data?
Give specific examples.

5. From your perspective and knowledge write an account
which you believe is historically accurate.

Source: Implementing Title IX and Attaining Sex Equity: A
Workshop Package for Elementary-Secondary Educators:
The Teacher's Role. Resource Center on Sex Roles in
Education, HEW.